



**Universitas Negeri Surabaya**  
**Faculty of Economics and Business,**  
**Bachelor of Science in Office Administration Education Study Program**

Document Code

## SEMESTER LEARNING PLAN

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>																																																												
Organizational behavior	8721003139	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	3	May 3, 2023																																																												
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																																													
	Brilliant Rosy, S.Pd., M.Pd		Durinda Puspasari, S.Pd., M.Pd			Brilliant Rosy, S.Pd., M.Pd.																																																													
<b>Learning model</b>	Case Studies																																																																		
<b>Program Learning Outcomes (PLO)</b>	PLO study program that is charged to the course																																																																		
	Program Objectives (PO)																																																																		
	PO - 1	Able to show a responsible attitude towards his work as an employee or as a leader in an organization (CPMK 1)																																																																	
	PLO-PO Matrix																																																																		
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="text-align: center;">P.O</td></tr> <tr><td style="text-align: center;">PO-1</td></tr> </table>						P.O	PO-1																																																										
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PO-1																																																																			
	PO Matrix at the end of each learning stage (Sub-PO)																																																																		
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="text-align: center;">1</td><td style="text-align: center;">2</td><td style="text-align: center;">3</td><td style="text-align: center;">4</td><td style="text-align: center;">5</td><td style="text-align: center;">6</td><td style="text-align: center;">7</td><td style="text-align: center;">8</td><td style="text-align: center;">9</td><td style="text-align: center;">10</td><td style="text-align: center;">11</td><td style="text-align: center;">12</td><td style="text-align: center;">13</td><td style="text-align: center;">14</td><td style="text-align: center;">15</td><td style="text-align: center;">16</td> </tr> <tr> <td style="text-align: center;">PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>															P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	
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PO-1																																																																			
<b>Short Course Description</b>	Organizational Behavior is a scientific discipline that studies individual and group level behavior in organizations and the impact on performance (whether organizational, group or individual performance). Organizational behavior is also known as the study of organizations. This study is a special field of academic research that studies organizations, using methods from sociology, economics, political science, anthropology and psychology. Other disciplines related to the science of human resources and industrial psychology. The scope of discussion includes basic concepts of organizational behavior, Individual Diversity in Organizations, Attitudes and Job Satisfaction, Emotions and Mood. Personality and values, Perception and decision making, Concept of motivation and application of motivation, Group behavior and team work, Role of communication in organizations, Leadership theories, Power and political behavior, Conflict, negotiation and stress management, Organizational culture, organizational structure and Change organizational																																																																		
<b>References</b>	<b>Main :</b>																																																																		
	<ol style="list-style-type: none"> <li>1. Robbin, Stephen R. (2014). Organizational Behavior. Tenth edition. Prentice Hall (ROB).</li> <li>2. Schermerhorn, John R., Hunt, James G., dan Osborn, Richard N. (2010). Organizational Behavior. Eleventh Edition. John Wiley &amp; Sons, Ins. (SHER).</li> </ol>																																																																		
	<b>Supporters:</b>																																																																		
	<ol style="list-style-type: none"> <li>1. Soetopo, Hendyat. (2012). Perilaku Organisasi. Bandung: PT Remaja Rosdakarya.</li> <li>2. Suwanto, F. X. (2013). Perilaku Keorganisasian. Yogyakarta: Universitas Atma Jaya.</li> </ol>																																																																		
<b>Supporting lecturer</b>	Durinda Puspasari, S.Pd., M.Pd. Durinda Puspasari, S.Pd., M.Pd. Brilliant Rosy, S.Pd., M.Pd. Ruri Nurul Aeni Wulandari, S.Pd., M.Pd.																																																																		
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>																																																												
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																																																														
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																																																												

1	Understand and formulate the nature and development of organizational behavior (OB)	<ol style="list-style-type: none"> <li>1.Able to define OB</li> <li>2.Be able to describe what managers do</li> <li>3.Able to identify challenges and opportunities for managers with OB concepts</li> <li>4.Able to explain the development of OB science</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Assignment Assessment</li> <li>2.Non-Test Form: discussing challenges and opportunities for managers with the OB concept</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, Discussions, Questions and Answers 3 X 50	Lectures, Discussions, Questions and Answers 3 X 50	<p><b>Material:</b> Understanding organizational behavior; what managers do; challenges and opportunities for managers with the concept of organizational behavior; development of the science of organizational behavior</p> <p><b>Bibliography:</b> <i>Robbin, Stephen R. (2014). Organizational Behavior. Tenth edition. Prentice Hall (ROB).</i></p>	3%
2	Able to understand the diversity of individuals in the organization	<ol style="list-style-type: none"> <li>1.Able to explain the diversity of individual behavior in organizations</li> <li>2.Able to explain demographic characteristics</li> <li>3.Be able to explain biographical characteristics</li> <li>4.Able to explain the diversity of abilities</li> <li>5.Implement diversity management strategies</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Assignment Assessment</li> <li>2.Non-Test Form: discussing the diversity of individual behavior in organizations, demographic characteristics, biographical characteristics, diversity of abilities, diversity management strategies</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, case studies, discussions 3 X 50	Lectures, case studies, discussions 3 X 50	<p><b>Material:</b> Diversity of individual behavior in organizations; demographic characteristics; biographical characteristics; diversity of abilities; diversity management strategies</p> <p><b>Bibliography:</b> <i>Schermerhorn, John R., Hunt, James G., and Osborn, Richard N. (2010). Organizational Behavior. Eleventh Edition. John Wiley &amp; Sons, Ins. (SHER).</i></p>	3%
3	Able to understand attitudes and job satisfaction	<ol style="list-style-type: none"> <li>1.Able to explain attitudes and job satisfaction</li> <li>2.Able to measure job satisfaction</li> <li>3.Able to identify the impact/effect of job satisfaction on employee performance</li> <li>4.Able to analyze responses to job dissatisfaction</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Assignment Assessment</li> <li>2.Non-Test Form: discussing attitudes and job satisfaction, measuring job satisfaction, impact/effect of job satisfaction on employee performance, response to job dissatisfaction</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, case studies, discussions 3 X 50	Lectures, case studies, discussions 3 X 50	<p><b>Material:</b> Attitudes and job satisfaction, measuring job satisfaction, impact/effect of job satisfaction on employee performance, response to job dissatisfaction</p> <p><b>References:</b> <i>Soetopo, Hendyat. (2012). Organizational behavior. Bandung: PT Teen Rosdakarya.</i></p>	3%
4	Able to understand emotions and moods	<ol style="list-style-type: none"> <li>1.Able to explain the meaning of emotions and moods</li> <li>2.Emotion and mood regulation (positive and negative affect)</li> <li>3.Able to identify the application of organizational behavior to emotions and mood</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Assignment Assessment</li> <li>2.Non-Test Form: discusses the regulation of emotions and moods (positive and negative affect) and identifies the application of organizational behavior to emotions and moods</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, case studies, discussions 3 X 50	Lectures, case studies, discussions 3 X 50	<p><b>Material:</b> Understanding emotions and mood; emotion and mood regulation (positive and negative affect); and the application of organizational behavior to emotions and moods</p> <p><b>Reference:</b> <i>Suwarto, FX (2013). Organizational Behavior. Yogyakarta: Atma Jaya University.</i></p>	6%

5	Able to understand personality and values	<ol style="list-style-type: none"> <li>1. Able to explain the meaning of personality</li> <li>2. Able to understand Myers-Briggs type indicators</li> <li>3. Able to understand the big five personality model and the Dark Triad</li> <li>4. Able to relate individual personalities and values to the workplace</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Assignment Assessment</li> <li>2. Non-Test Form: discussing personality with the Myers-Briggs types, the big five personality model and the Dark Triad, personality and individual values in the workplace</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, case studies, discussions 3 X 50	Lectures, case studies, discussions 3 X 50	<p><b>Material:</b> Understanding personality; Myers-Briggs type indicator; the big five and Dark Triad personality models; personality and individual values in the workplace</p> <p><b>Bibliography:</b> <i>Robbin, Stephen R. (2014). Organizational Behavior. Tenth edition. Prentice Hall (ROB).</i></p>	7%
6	Able to understand perception and decision making	<ol style="list-style-type: none"> <li>1. Able to explain the meaning of perception</li> <li>2. Able to understand individual decision making</li> <li>3. Able to link the relationship between perception and decision making</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Assignment Assessment</li> <li>2. Non-Test Form: discusses the relationship between perception and decision making</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, case studies, discussions 3 X 50	Lectures, case studies, discussions 3 X 50	<p><b>Material:</b> Understanding perception; individual decision making; the relationship between perception and decision making</p> <p><b>Bibliography:</b> <i>Schermerhorn, John R., Hunt, James G., and Osborn, Richard N. (2010). Organizational Behavior. Eleventh Edition. John Wiley &amp; Sons, Ins. (SHER).</i></p>	3%
7	Able to understand the concept of motivation and the application of motivation	<ol style="list-style-type: none"> <li>1. Able to explain the meaning of motivation</li> <li>2. Able to understand various motivation theories</li> <li>3. Able to identify the application of motivation processes in organizations</li> <li>4. Able to identify various motivational points of view in the organization</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Assignment Assessment</li> <li>2. Non-Test Form: discussing motivation theory, application of the motivation process in organizations, various points of view on motivation in organizations</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, case studies, discussions 3 X 50	Lectures, case studies, discussions 3 X 50	<p><b>Material:</b> Understanding motivation; motivation theory; implementation of motivation processes in organizations; Motivational perspective in organizations</p> <p><b>Reference:</b> <i>Suwarto, FX (2013). Organizational Behavior. Yogyakarta: Atma Jaya University.</i></p>	3%
8	Midterm exam	UTS	<p><b>Criteria:</b> UTS</p> <p><b>Form of Assessment :</b> Test</p>	UTS 3 X 50	UTS 3 X 50	<p><b>Material:</b> - <b>Library:</b></p>	20%

9	Able to study group behavior and team work	<ol style="list-style-type: none"> <li>1. Able to understand the meaning of groups, classification of groups, reasons for forming groups and the advantages and disadvantages of forming groups</li> <li>2. Able to analyze the causes of mutual influence between groups and individuals</li> <li>3. Able to identify factors that influence the quality of group decisions</li> <li>4. Able to understand the meaning of team work, the difference between groups and team work, and types of team work</li> <li>5. Able to create effective teamwork concepts and individual concepts into teamwork</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Assignment Assessment</li> <li>2. Non-Test Form: discussing the causes of mutual influence between groups and individuals, factors that influence the quality of group decisions, effective team work and the concept of individuals becoming teamwork</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, case studies, discussions 3 X 50	Lectures, case studies, discussions 3 X 50	<p><b>Material:</b> Definition of groups, classification of groups, reasons for forming groups and advantages and disadvantages of forming groups; causes of mutual influence between groups and individuals; factors influencing the quality of group decisions; understanding teamwork, the difference between groups and teamwork, and types of teamwork; the concept of effective teamwork and the concept of individuals becoming teamwork.</p> <p><b>Reference:</b> <i>Robbin, Stephen R. (2014). Organizational Behavior. Tenth edition. Prentice Hall (ROB).</i></p>	3%
10	Able to understand the role of communication for the effective achievement of organizational goals	<ol style="list-style-type: none"> <li>1. Able to understand the meaning of communication, the importance of communication, the process and elements of communication</li> <li>2. Able to analyze communication channels in organizations</li> <li>3. Able to identify supporting factors to improve communication within the organization</li> <li>4. Able to identify communication barriers in the organization</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Assignment Assessment</li> <li>2. Non-Test Form: discuss the importance of communication, processes and elements of communication; communication channels within the organization; supporting factors to improve communication within the organization; communication barriers in organizations</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, case studies, discussions 3 X 50	Lectures, case studies, discussions 3 X 50	<p><b>Material:</b> Definition of communication, importance of communication, processes and elements of communication; communication channels within the organization; supporting factors to improve communication within the organization; Communication barriers in organizations</p> <p><b>Bibliography:</b> <i>Schermerhorn, John R., Hunt, James G., and Osborn, Richard N. (2010). Organizational Behavior. Eleventh Edition. John Wiley &amp; Sons, Ins. (SHER).</i></p>	3%

11	Able to understand leadership theories and various issues in leadership	<ol style="list-style-type: none"> <li>1. Able to understand the meaning of leadership</li> <li>2. Able to understand leadership theories (Great Man Theory and Big Bang Theory), Trait (Characteristic) and Personality Theories, Behavioral Theories, and Contingency Theory or Situational Theory</li> <li>3. Able to identify effective leadership</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Assignment Assessment</li> <li>2. Non-Test Form: discussing leadership theories (Great Man Theory and Big Bang Theory), Trait and Personality Theories, Behavioral Theories, and Contingency Theory or Situational Theory; effective leadership</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, case studies, discussions 3 X 50	Lectures, case studies, discussions 3 X 50	<p><b>Material:</b> Understanding leadership; Leadership theories (Great Man Theory and Big Bang Theory), Trait (Characteristic) and Personality Theories, Behavioral Theories, and Contingency Theory or Situational Theory; effective leadership</p> <p><b>Reference:</b> <i>Suwarto, FX (2013). Organizational Behavior. Yogyakarta: Atma Jaya University.</i></p>	7%
12	Able to understand power and political behavior	<ol style="list-style-type: none"> <li>1. Able to understand the meaning of power, the difference between power and authority, and sources of power (interpersonal, structural and situational base power)</li> <li>2. Able to understand the meaning of politics and political behavior</li> <li>3. Able to relate the relationship between power and politics in organizations</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Assignment Assessment</li> <li>2. Non-Test Form: discussing the difference between power and authority, and sources of power (interpersonal, structural and situational base power), the relationship between power and politics in organizations</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, case studies, discussions 3 X 50	Lectures, case studies, discussions 3 X 50	<p><b>Material:</b> Understanding power, the difference between power and authority, and sources of power (interpersonal, structural and situational base power); understanding politics and political behavior; the relationship between power and politics in organizations</p> <p><b>Bibliography:</b> <i>Robbin, Stephen R. (2014). Organizational Behavior. Tenth edition. Prentice Hall (ROB).</i></p>	3%
13	Able to understand conflict, negotiation and stress management	<ol style="list-style-type: none"> <li>1. Able to understand the definition of conflict, sources of conflict, types of conflict, and conflict processes in organizations</li> <li>2. Able to identify conflict management strategies</li> <li>3. Able to understand the definition of negotiation, negotiation strategy and negotiation process</li> <li>4. Able to analyze the relationship between conflict and the negotiation process in an organization</li> <li>5. Able to analyze the causes of work stress and the importance of stress management in organizations</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Assignment Assessment</li> <li>2. Non-Test Form: discussing conflict management strategies, the relationship between conflict and the negotiation process in an organization, the causes of work stress and the importance of stress management in organizations</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, case studies, discussions 3 X 50	Lectures, case studies, discussions 3 X 50	<p><b>Material:</b> Definition of conflict, sources of conflict, types of conflict, and conflict processes in organizations; conflict management strategies; definition of negotiation, negotiation strategy and negotiation process; the relationship between conflict and the negotiation process in an organization; causes of work stress and the importance of stress management in organizations</p> <p><b>Reference:</b> <i>Suwarto, FX (2013). Organizational Behavior. Yogyakarta: Atma Jaya University.</i></p>	3%

14	Able to understand organizational culture	<p>1. Able to understand the definition of the environment, types of environment and the relationship between the environment and organizations</p> <p>2. Able to understand the definition of culture, the function of organizational culture</p> <p>3. Able to analyze current organizational culture issues</p>	<p><b>Criteria:</b></p> <p>1. Assignment Assessment</p> <p>2. Non-Test Form: discussing the relationship between the environment and the organization, current organizational culture issues</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, case studies, discussions 3 X 50	Lectures, case studies, discussions 3 X 50	<p><b>Material:</b> Definition of environment, types of environment and relationship between environment and organization; definition of culture, function of organizational culture; Current organizational culture issues</p> <p><b>Bibliography:</b> <i>Robbin, Stephen R. (2014). Organizational Behavior. Tenth edition. Prentice Hall (ROB).</i></p>	3%
15	Able to understand organizational structure and organizational change	<p>1. Able to explain the appropriate organizational structure design in an organization</p> <p>2. Able to analyze organizational change factors</p>	<p><b>Criteria:</b></p> <p>1. Assignment Assessment</p> <p>2. Non-Test Form: discussing the design of appropriate organizational structures in organizations, factors of organizational change</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, case studies, discussions 3 X 50	Lectures, case studies, discussions 3 X 50	<p><b>Material:</b> Design an appropriate organizational structure in the organization; factors of organizational change</p> <p><b>Bibliography:</b> <i>Schermerhorn, John R., Hunt, James G., and Osborn, Richard N. (2010). Organizational Behavior. Eleventh Edition. John Wiley &amp; Sons, Ins. (SHER).</i></p>	3%
16	UAS	UAS	<p><b>Criteria:</b> UAS</p> <p><b>Form of Assessment :</b> Test</p>	UAS 3 X 50	UAS 3 X 50	<p><b>Material:</b> -</p> <p><b>Library:</b></p>	30%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	53%
2.	Test	50%
		100%

#### Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
- Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.
- Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.

